

# NATIONAL HEALTH EDUCATION STANDARDS

The Elementary **D.A.R.E.** Curriculum is committed to teaching and practicing a drug free message. This is promoted by aligning and imbedding national health education standards through content and learning opportunities that are developmentally appropriate for fifth grade students.

## National Health Education Standards: For Students

### HEALTH EDUCATION STANDARD 1:

**Students will comprehend concepts related to health promotion and disease prevention.**

**Rationale (the rationale may be replaced if needed)**

#### PERFORMANCE INDICATORS:

### D.A.R.E. LESSONS

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. explain the relationship between positive <b>health</b> behaviors and the prevention of injury, illness, disease and premature death.										
2. describe the interrelationship of mental, emotional, social and physical <b>health</b> during adolescence.										
3. explain how <b>health</b> is influenced by the interaction of body systems.										
4. describe how family and peers influence the <b>health</b> of adolescents.						*	*	*	*	
5. analyze how environment and personal <b>health</b> are interrelated.										
6. describe ways to reduce risks related to adolescent <b>health</b> problems.										
7. explain how appropriate <b>health</b> care can prevent premature death and disability.										
8. describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other <b>health</b> problems.										

### HEALTH EDUCATION STANDARD 2:

**Students will demonstrate the ability to assess valid health information and health-promoting products and services.**

Rationale (the rationale may be replaced if needed)

PERFORMANCE INDICATORS:

**NOT APPLICABLE**

**HEALTH EDUCATION STANDARD 3:**

**Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**

Rationale (the rationale may be replaced if needed)

PERFORMANCE INDICATORS:

**D.A.R.E. LESSONS**

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. explain the importance of assuming responsibility for personal <b>health</b> behaviors.										
2. analyze a personal <b>health</b> assessment to determine <b>health</b> strengths and risks.										
3. distinguish between safe and risky or harmful behaviors in relationships.						*	*	*		
4. demonstrate strategies to improve or maintain personal and family <b>health</b> .										
5. develop injury prevention and management strategies for personal and family <b>health</b> .										
6. demonstrate ways to avoid and reduce threatening situations.						*	*	*		
7. demonstrate strategies to manage stress.										

**HEALTH EDUCATION STANDARD 4:**

**Students will analyze the influence of culture, media, technology and other factors on health.**

Rationale (the rationale may be replaced if needed)

PERFORMANCE INDICATORS:

**D.A.R.E. LESSONS**

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. describe the influence of cultural beliefs on <b>health</b> behaviors and the use of <b>health</b> services.										
2. analyze how messages from media and other sources influence <b>health</b> behaviors.		*	*	*						
3. analyze the influence of technology on personal and family <b>health</b> .										
4. analyze how information from peers influences <b>health</b> .						*	*	*		

**HEALTH EDUCATION STANDARD 5:**  
**Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

**Rationale (the rationale may be replaced if needed)**

**PERFORMANCE INDICATORS:**

### D.A.R.E. LESSONS

As a result of health instruction in Grades 5-8, students will:	1	2	3	4	5	6	7	8	9	10
1. demonstrate effective verbal and non-verbal communication skills to enhance <b>health</b> .						*	*	*	*	
2. describe how the behavior of family and peers affects interpersonal communication.						*	*	*	*	
3. demonstrate healthy ways to express needs, wants and feelings.										
4. demonstrate ways to communicate care, consideration, and respect of self and others.							*	*	*	
5. demonstrate communication skills to build and maintain healthy relationships.	*					*	*		*	
6. demonstrate refusal and negotiation skills to enhance <b>health</b> .	*			*		*	*	*	*	
7. analyze the possible causes of conflict among youth in schools and communities.						*	*		*	
8. demonstrate strategies to manage conflict in healthy ways.							*	*	*	

**Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

### PERFORMANCE INDICATORS:

[illegible]

**Rationale (the rationale may be replaced if needed)**

[illegible]

